DOCUMENT RESUME

ED 460 351 CS 013 588

TITLE	Academic Reading File: Performance Package, Minnesota Profile of Learning.
INSTITUTION	Minnesota State Dept. of Children, Families, and Learning, St. Paul.
PUB DATE	1998-01-00
NOTE	11p.; Content Standard: Read, View, Listen: Read Complex Information; Level: High School.
AVAILABLE FROM	Minnesota State Department of Children, Families & Learning, 1500 Highway 36 East, Roseville, MN 55113-4226. Tel: 651-582-8002.
PUB TYPE	Guides - Classroom - Learner (051) -- Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Academic Standards; Class Activities; Communication Skills; High Schools; *Information Skills; Listening Skills; Performance Based Assessment; *Reading Comprehension; Reading Skills; Research Skills; *State Standards; Student Evaluation; Youth Problems
IDENTIFIERS	*Minnesota Graduation Standards

ABSTRACT

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to comprehending, interpreting, and evaluating complex information. It begins with reference to the particular content standard addressed in the package, the educational level of the package (high school), and a summary statement of the content standard. It then describes the task associated with the student performances: survey information about an issue affecting youth, collect notes in a reading file, and prepare an overview of the issue. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 460 351

MINNESOTA DEPARTMENT OF CHILDREN, FAMILIES AND LEARNING
Performance Package
Minnesota Profile of Learning

Content Standard: Read, View, Listen: Read Complex Information **Level:** High School

Title of Package/Activity: Academic Reading File

Summary Statement of Content Standard:

Comprehend, interpret, and evaluate complex information.

Description of Student Performances:

Task 1: Survey information about an issue affecting youth, collect notes in a reading file and prepare an overview of the issue.

FINAL ACHIEVEMENT: Use the following scoring criteria when evaluating student performance.

Scoring Criteria
4 - Performance on this standard achieves and exceeds expectations of high standard work.
3 - Performance on this standard meets the expectations of high standard work.
2 - Work on this standard has been completed, but all or part of the student's performance is below high standard level.
1 - Work on this standard has been completed, but performance is substantially below high standard level.
No package score is recorded until ALL parts of the package have been completed.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CS 013 588

PERFORMANCE PACKAGE TASK 1
Academic Reading File

Content Standard: Read, View, Listen: Read Complex Information **Level:** High School

Specific Statement(s) from the Standard:

What students should do:

1. Read, view and listen to a variety of English language selections containing complex information:
   a. identify main ideas and supporting information
   b. distinguish fact from opinion and/or fiction from non-fiction
   c. identify bias, point of view and author's intent
   d. identify relevant background information
2. Analyze and evaluate:
   a. credibility of evidence and source
   b. logic of reasoning
   c. how the type of communication (e.g., format, visual images, sound effects) shapes or limits information

In addition:

1. The ability to comprehend, interpret and evaluate information is the focus of the assessment. Students may demonstrate competence in a variety of ways.
2. Selections should reflect a range of viewpoints.
3. Selections should represent the level of difficulty found in professional publications, reports of international and national affairs or reports of business trends.

Product(s):

- Reading file: A note file or computer database with information about selections read or viewed
- Overview: A summary of an issue based on the reading file

Task Description:

Select an issue affecting young people. Survey the information available on the issue by reading or viewing selections from 5-10 different sources. These selections should include a variety of media (print and non-print), formats (editorials, speeches, debates, interviews, documentaries, journal articles, etc.), and viewpoints on the issue. Keep a reading file (written or as a computer database) containing a separate entry for each selection. Use the reading file to prepare a summary project that provides an overview of the issue.

Guidelines for Reading File Entries

Each entry in the reading file should contain a source analysis and a content analysis. The written guidelines below describe these analyses in detail. A model format for the analyses follows each set of guidelines.

1. Source Analysis (see Model 1 below)
   This analysis should focus on where the information is coming from, what medium and format it is presented in, and how the information is shaped by the source and format. The analysis should do all of the following:

   Include bibliographic information
   - Author
   - Title
   - Publisher/producer
   - Copyright/airing date

Task Description, continued

Evaluate medium and format

- Specify the type of material being used: print, non-print, interview, etc.
- How did the particular medium and format used limit and/or aid in the effective presentation of the information? Give specific examples.

Identify target audience/readership of this publication, program or series

- Who are the intended readers/viewers of this material, and how can you tell?
- What effect does the targeting of certain groups of readers/viewers have on how the information is presented? Give specific examples.

Identify author's position

- What is the author's position or opinion on the issue/topic, and how do you know? Provide specific examples (quotations or excerpts).
- Is the author's position acknowledged explicitly?
- Give examples, where possible, of bias in the author's presentation (unacknowledged shaping of the information to match the author's position).

Evaluate credibility

- What are the author's/producer's credentials (experience, training or education relating to the topic/issue)?
- Give examples, where possible, of unclear language or ideas, and explain how these affect the information presented.
- Give examples, where possible, of the use of loaded words, and explain how these affect the information presented.
- Give examples, where possible, of unsubstantiated statements, and explain how these affect the information presented.
- What other viewpoints are introduced?

PERFORMANCE PACKAGE TASK 1
Academic Reading File

Model 1 - Source Analysis

Bibliographic Information

Author:
Title:
Publisher/producer:
Copyright/airing date:

Medium and Format

Type of Material (print, interview, TV documentary, etc.):

How did the medium and format limit and/or aid in the effective presentation of the information? Give specific examples.

Target Audience

Who are the intended readers/viewers of this selection, and how do you know?

What effect does the targeting of certain groups of readers/viewers have on how the information is presented? Give specific examples.

Position and Bias

What is the author's position or opinion on the issue/topic, and how do you know? Provide specific examples (quotations or excerpts).

Is the author's position acknowledged explicitly?

Give examples, where possible, of bias in the author's presentation (unacknowledged shaping of the information to match the author's position).

Credibility

What are the author's credentials (experience, training, or education relating to the topic/issue)?

Give examples of unclear language or ideas, and explain how these affect the information presented.

Give examples of the use of loaded words, and explain how these affect the information presented.

Give examples of unsubstantiated statements, and explain how these affect the information presented.

What other viewpoints are presented?

Task Description, continued

2. Content Analysis Guidelines (see Model 2 below)
This analysis should focus on what the selection is saying, and on how the information is organized. The analysis should contain all of the following information:

What background material is provided? Is this material sufficient, and if not, what is missing? Is all of the material relevant?

What are the viewpoints on the issue/topic presented in the material?

What are the main arguments or ideas? Are these arguments opinion or fact?

What is the support or evidence for each idea/argument? Are these points of support opinion or fact?

STUDENT PERFORMANCE TASK 1
Academic Reading File

Model 2 - Content Analysis

Bibliographic Information

Author:
Title:
Publisher/producer:
Copyright/airing date:

Viewpoint

What is the main viewpoint expressed in the selection?

Logical Summary of Content

Give a complete analysis of the logical construction of the selection. Use the following format, and identify each idea or supporting point as opinion (reasoned or otherwise) or fact:

I. First main argument or idea
- *A. First supporting point*
- *B. Second supporting point*
- *C. Third supporting point*

II. Second main argument or idea
- *A. First supporting point*
- *B. Second supporting point*

Etc.

Task Description, continued

Guidelines for Overview Project

Based on the selections read or viewed, prepare a summary project that gives an overview of the issue. Guidelines for what to include in this project are given below. One possible format for the overview, a simple extension of the reading file notes, is given after these guidelines (see Model 3). The overview should contain all of the following information:

What is the range of viewpoints on the issue/topic? Which selections express which viewpoints?

What are the main arguments for each viewpoint?

What unstated assumptions underly each viewpoint?

What points are agreed on by most or all of the various viewpoints? Are these points explicitly acknowledged?

What are the points of disagreement or controversy in the materials?

What viewpoints/information are missing and why? What effects do these omissions have on the overall discussion?

STUDENT PERFORMANCE TASK 1
Academic Reading File

Model 3 - Overview

Viewpoint #1

What is the first possible viewpoint on the topic/issue?

List the selections that express this viewpoint.

List the main arguments given for this viewpoint.

List any unstated assumptions that supporters of this viewpoint share, and back up your conclusions with specific evidence.

Viewpoint #2

What is the second possible viewpoint on the topic/issue?

List the selections that express this viewpoint.

List the main arguments given for this viewpoint, and cite the appropriate source for each argument.

List any unstated assumptions that supporters of this viewpoint share, and back up your conclusions with specific evidence.

Viewpoint #3

What is the third possible viewpoint on the topic/issue?

List the selections that express this viewpoint.

List the main arguments given for this viewpoint.

List any unstated assumptions that supporters of this viewpoint share, and back up your conclusions with specific evidence.

Conclusions

List the points on which the various viewpoints agree. Give specific evidence for each point.

List the points on which the various viewpoints disagree. Give specific evidence for each point.

What viewpoints or information is missing from the discussion? Explain why these views are not given by any of the selections, and what effect this omission has on the discussion.

Special Notes:

Information resources should include Internet, electronic media, video and audio productions, local cable access programs, interviews as well as print media.

As the focus for assessment in this standard is on the ability to comprehend, interpret, and evaluate information, competence can be demonstrated in many different formats. The models given are thus very basic, and may be modified as desired.

PERFORMANCE PACKAGE TASK 1
Academic Reading File

FEEDBACK CHECKLIST FOR TASK 1

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
	Source Analyses	
_____	Bibliographic information for each source used is accurate and complete.	_____
_____	Conclusions about effects of format and medium are plausible and well-supported.	_____
_____	Identification of target audience is plausible and well-supported.	_____
_____	Conclusions about the author's bias and position are well-supported.	_____
_____	Conclusions about the credibility of the information are well-supported.	_____
	Content Analysis	
_____	Viewpoints are accurately identified.	_____
_____	Arguments are clearly summarized.	_____
_____	Supports for arguments are accurately identified .	_____
_____	Arguments and supporting points are accurately identified as fact or opinion.	_____
	Overview	
_____	Range of viewpoints on the topic/issue includes relevant main positions.	_____
_____	Selections are clearly cited.	_____
_____	Main arguments are clearly identified and summarized.	_____
_____	Points of agreement and disagreement are identified and supported.	_____
_____	Important missing information is accurately identified and explained.	_____
_____	Conclusions about underlying assumptions are plausible and well-supported.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

Special thanks to Linda Callender and Joyce Malwitz from Champlin Park High School (6025 - 109 Avenue N, Champlin, MN 55316) for their initial contribution.